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REPORT OF THE DIRECTOR OF A SHORT COURSE FOR SECONDARY SCHOOL COUNSELORS ON VOCATIONAL AND TECHNICAL TRAINING AND EMPLOYMENT OPPORTUNITIES.

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A 6-WEEK TRAINING PROGRAM WAS CONDUCTED FOR SECONDARY SCHOOL COUNSELORS ON VOCATIONAL AND TECHNICAL TRAINING AND EMPLOYMENT OPPORTUNITIES. THE PROGRAM WAS DESIGNED TO FOCUS UPON THE PROBLEM OF EMPLOYMENT FACED BY YOUNG PEOPLE WHO ENTER THE LABOR MARKET PRIOR TO AND IMMEDIATELY AFTER COMPLETION OF HIGH SCHOOL. THE INSTRUCTIONAL PROGRAM CONSISTED OF DIDACTIC INSTRUCTION, INTEGRATIVE SEMINARS, LABORATORY EXPERIENCES IN USING OCCUPATIONAL INFORMATION AND TESTS, VIEWING OF FILMS, AND FIELD TRIPS. (AM)

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REPORT OF THE DIRECTOR

OF

A SHORT COURSE

FOR SECONDARY SCHOOL COUNSELORS ON VOCATIONAL

AND TECHNICAL TRAINING AND EMPLOYMENT OPPORTUNITIES

CONDUCTED AT

ATLANTA UNIVERSITY

ATLANTA, GEORGIA

FROM JUNE 28, 1965 TO AUGUST 6, 1965

UNDER CONTRACT WITH THE

UNITED STATES OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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Introduction

This report is designed to provide an accurate and detailed accounting of the events and activities which comprised the curriculum of a Short Course for Secondary School Counselors on Vocational and Technical Training and Employment Opportunities, conducted at Atlanta University from June 28, 1965, to August 6, 1965, under authorization of the Department of Health, Education and Welfare, under contract number OE-5-85-094 dated June 1, 1965.

The form and content of the report are organized so as to enable the reader to follow the course experience in logical and chronological order and to view each activity within the setting in which it occurred.

The program was designed to focus upon the problem of employment faced by young people who enter the labor market prior to and immediately after completion of high school. From informal talks with counselors and from an inspection of the professional literature, it is obvious that college bound youth receive a disproportionate share of counselor attention while in high school. In our efforts to rescue the able students and to provide every child with a college education, we have overlooked the fact that approximately 75 per cent of young people who will leave our secondary schools during the 1960's will not enter a four-year college. Counselors are quick to acknowledge this condition, but for obvious reasons they continue to exert most of their efforts in behalf of the student who is finding it difficult to choose between an Ivy League College and a State University. Counselor-education programs lean heavily toward the college experience as an absolutely essential part of self-fulfillment and therefore the counselor-education student is often indoctrinated, sometimes without awareness, with values which will not recognize the importance of all vocations. This project attempted to fill this void in the experiental backgrounds of thirty counselors.

Preparation

In February 1965, Dr. Paul I. Clifford, Director of Atlanta University Summer School, suggested to Dr. Huey E. Charlton, Associate Professor of Guidance and Counseling, that a telephone call be made to Dr. Gene Bottoms, Supervisor of Vocational Guidance for the Georgia State Department of Education, to discuss the possibility for Atlanta University to offer a special course in vocational guidance during the 1965 summer school.

Doctor Charlton met with Doctor Bottoms a few days later in Doctor Bottoms' office in the State Office Building. During this conference, the status of vocational guidance in the Georgia public schools was discussed and the two discussants found themselves in general

agreement on the needs of Georgia youth and both were of the opinion that a special course in vocational guidance for secondary school counselors who would be responsible for providing guidance for non-college bound youth, could contribute to meeting the needs of a large percentage of youth who are presently attending the Georgia public schools. Doctor Charlton agreed to consult with the administrative officials of Atlanta University in regards to offering such a course.

The Director of the Atlanta University Summer School, after conferring with President Rufus E. Clement, suggested that Doctor Charlton serve as the official negotiator for planning a short course in vocational guidance in cooperation with the State Department of Education and the Department of Health, Education and Welfare of the United States Office of Education under the Vocational Education Act of 1963.

With assistance from Doctor Gene Bottoms, Doctor Charlton prepared a proposal which was signed by President Rufus E. Clement for Atlanta University, Doctor Horace Mann Bond as the Dean of Atlanta University's School of Education, Mr. Jack P. Nix for the Georgia State Department of Education and Doctor Huey E. Charlton as the official negotiator for Atlanta University. The proposal was mailed to the Department of Health, Education and Welfare on March 11, 1965. Receipt of the proposal was acknowledged by D. M. Neilson, Director of Educational Resources Development Branch, Occupational Research and Planning Program, in a letter dated April 23, 1965. The letter advised that Doctor Sidney C. High would be the coordinator for the proposal and any further correspondence regarding it should be directed to Doctor High. The letter also stated that nothing further was required prior to consideration of the proposal by an advisory panel.

A letter of tentative agreement was received by Doctor Charlton in May 1965. President Rufus E. Clement received a letter contract from the Department of Health, Education and Welfare on or about June 1, 1965. Copies of the final contract reached President Clement on or about July 4, 1965. President Clement immediately signed all copies of the contract and returned them to the Department of Health, Education and Welfare. President Clement also mailed a letter requesting that the period of the contract be extended to August 31, 1965.

Relationship with the School of Education

The Short Course in Vocational Guidance was an integral part of the academic offerings of the Atlanta University School of Education and the affairs of the Course were conducted within the general framework of the University Summer School.

The Director of the Course was Doctor Huey E. Charlton, Associate Professor of Guidance and Counseling. Doctor Charlton is a member of the regular faculty of the School of Education. The Director of the Summer School and the Dean of the School of Education exercised supervisory responsibilities for the Course. Services such as library, record keeping, health, and maintenance were provided by members of the University staff. Members of the Course participated in cultural, professional, and social affairs planned by the University as well as those affairs planned by and for the members of the Course.

Recruitment of Students

When the letter of tentative agreement was received, the Director procured from Mr. Virgil Lockhart of the Department of Guidance, Counseling and Testing of the Georgia State Department of Education, a list of secondary school counselors who held the provisional counseling certificate. This is the first or lowest type of counselor-certification offered in the State of Georgia. Since holders of this certificate have had at least nine semester hours in counselor-education but not enough to qualify for the professional certificate, it was believed that these persons would profit maximally from the Course for the credits could be applied to meeting the requirements for the advanced certificate.

A letter announcing the probability that the Course would be offered was sent to the persons whose names were procured from Mr. Lockhart. An application blank was placed on the bottom of the announcement, and interested individuals were invited to complete the application blank and return it to the Director of the Course.

It should be noted that recruitment up to this point was done on the authority of a letter of tentative agreement. This condition imposed a considerable disadvantage upon the recruitment process. The Director of the Course had been advised not to make a public announcement mentioning support from the Department of Health, Education and Welfare prior to completion of negotiations for the contract, and the President of the University cautioned against making premature commitments. As a result of this condition, no mention was made of the role of the Federal Government in the letter of announcement. Support from the Federal Government was announced after receipt of the letter contract.

Some letters of request were received by the Director from individual counselors and principals who learned of the proposed Course through friends. Application blanks were mailed to these persons immediately. Other application blanks were placed into the hands of inquiring persons by the Director.

In response to the letter announcing the Course, 35 applications were received. Of this total, 30 persons were appointed to attend the Course, all of whom accepted the appointment and began the Course on June 28, 1965.

To have been eligible for admission to the Course, an applicant must, at the time of applying:

1. Have held a valid secondary school teaching certificate based upon a Bachelor's Degree.

2. Have been currently employed as a teacher or counselor in a secondary school.

3. Have presented a statement from the principal of the school in which the applicant was employed attesting to the fact that it was intended to assign the applicant to duties of a guidance nature during the 1965-1966 academic year. This was not required of persons who were employed as counselors during the 1964-65 academic year.

4. Have met the minimum requirements for admission to Atlanta University.

As a part of the admission requirement for Atlanta University, applicants were requested to have official transcripts of all their college work, graduate and undergraduate, sent to the Registrar and to submit a copy of a health examination conducted by a practicing physician. Additionally, each applicant was required to have three personal rating blanks completed by three persons who were familiar with the applicant's academic work and with certain of his traits of personality.

All applicants were informed of the status of their application papers by letter from the Director of the Course. Letters of appointment were mailed on June 18, 1965.

Support from the Federal Government

The total amount of money payable to Atlanta University by the Federal Government for direct and indirect costs was $15,447. Since this program was operated under a cost reimbursement contract, the figure given above represents an estimate which served as a ceiling for the program.

A detailed accounting of monies spent will be submitted in a special financial report by the Atlanta University Finance Officer within 90 days after the termination of the instructional period.

Operation of Course

Physical Facilities and Equipment

The didactic instruction, seminars, laboratories and small group meetings were held in Room 1 of the Oglethorpe Building. This is a brick structure which houses the Atlanta University Counseling Center. In this building, several rooms were available as needed. The entire first floor was devoted to the use of the enrollees in the Vocational Guidance Course. A reading room was maintained for the exclusive use of the enrollees. This room housed a special collection of books, tests, journals, periodicals, occupational and educational information. Free and inexpensive materials were also maintained in the reading room.

Facilities for housing were provided for eleven students on the Morris Brown College campus. This dormitory is located in close proximity to the Oglethorpe Building. One student was housed in the Atlanta University dormitory and six students were housed at various places in the community. The other twelve students maintained their residences in the metropolitan Atlanta area and therefore lived in their own homes.

Students who lived in the Morris Brown College dormitory were served three meals per day in the Morris Brown College dining room, the one student who lived in the Atlanta University dormitory ate in the Atlanta University dining room. The students who lived in the community had their meals at their places of residence.

Audio-visual equipment used in the Course included tape recorders, motion pictures, film strips and slides. The Trevar Arnett Library, with approximately 185,000 bound volumes, including 18,000 periodicals, was used by the enrollees.

Extra-curricular activities included forums, book reviews, dramatic presentations, concerts, motion pictures, and social affairs.

Description of Enrollees

The total number of enrollees who began the Course was 30. One female enrollee withdrew from the Course after three weeks so as to accept employment with the Work-Study Program sponsored by the Atlanta City Schools. Twenty-nine enrollees completed the six-weeks course.

Among the 29 enrollees who completed the Course were 12 males and 17 females. The chronological ages of the group ranged from 27 to 60 with a median age of 39.

All of the enrollees were married, with the exception of one who was divorced. A total of 47 children were members of the families of the enrollees.

Prior to attending the Course, all of the enrollees were employed in public schools and all of the enrollees had been assigned guidance responsibilities at least on a part-time basis. One enrollee was employed in a school in which grades 6 through 8 were included, one in a school which included grades 7 through 12. Six enrollees were employed in schools which included grades 9 through 12, and 20 in schools which included grades 8 through 12. The schools in which the enrollees were employed were located in 21 counties in the State of Georgia and one in the State of Alabama.

The number of students enrolled in the schools represented varied from 90 to 2800. Twenty-one enrollees held temporary counseling certificates and seven enrollees held no type of counseling credentials.

As a result of having attended the Short Course, all of the enrollees earned six semester hours of graduate credit.

Shown below is a roster of the enrollees arranged alphabetically. Also shown are the home addresses and the names and addresses of the secondary school where each enrollee was employed prior to attendance in the Course.

Name	Home Address	School Address
Ayers, Lucile	16-11th St., S. W. Birmingham, Ala.	Jefferson Cty. Public Schools Birmingham, Ala.
Bligen, Luther	10 Nunan Street Charleston, S. C.	Evans High School Claxton, Georgia
Booth, Willie	Route 2 Folkston, Georgia	Bethune High School Folkston, Georgia
Brown, William	847 Gertrude Place Atlanta, Georgia	Harper High School Atlanta, Georgia
Bush, Naomi	2020 North Ave., N. W. Atlanta, Georgia	Bailey-Johnson School Alpharetta, Georgia
Conyers, Vera	1040 E. Planter St. Bainbridge, Georgia	Hutto High School Bainbridge, Georgia
Cooke, Arthur Lee	345 Larchmont Dr., N. W. Atlanta, Georgia	Price High School Atlanta, Georgia

Name	Home Address	School Address
Culpepper, Gaines	173 Vanira Ave., S.W. Atlanta, Georgia	J. P. Carr High School Conyers, Georgia
Dennis, Benjamin, Sr.	Rte. 2, Box 182 Rockmart, Georgia	Elm St. School Rockmart, Georgia
Gates Elease	3978 LaSalle Way Atlanta, Georgia	R. L. Cousins School Covington, Georgia
Goggins, Alfonza	2927 Renfroe Drive Atlanta, Georgia	D. T. Howard High School Atlanta, Georgia
Hardnett, Johnny	P. O. Box 422 Manchester, Georgia	Greenville Consolidated Greenville, Georgia
Jones, Martha	2408 Ninth Ave. Jasper, Alabama	Homerville High School Homerville, Georgia
Lee, Thelma T.	606 West 44th St. Savannah, Georgia	Thompkins High School Savannah, Georgia
Mack, Ellen	2701 Georgia Avenue Tifton, Georgia	Wilson High School Tifton, Georgia
Morgan, Laverta	168 Jones Street Cartersville, Geo rgia	Summerhill School Cartersville, Georgia
Morgan, Marian	179 Chicamauga Ave., S.W. Atlanta, Georgia	D. T. Howard High School Atlanta, Georgia
Morrow, Charles	419 Summit Street Gainesville, Georgia	Fair Street School Gainesville, Georgia
Oliver Mackford	P.O. Box 183 Douglas, Georgia	Carver High School Douglas, Georgia
Pettway, Minnie R.	P.O. Box 143 Valdosta, Georgia	Lomax Jr. High School Valdosta, Georgia
Pinkston, Frances	2980 Delmar Lane, Apt. E4 Atlanta, Georgia	R. L. Cousins High School Douglasville, Georgia

Name	Home Address	School Address
Potter, Sadye	38 Hightower Road Atlanta, Georgia	Washington High School Atlanta, Georgia
Randall, Willie Grace	28 Aberdeen Street Atlanta, Georgia	Carver High School Monroe, Georgia
Stokes, Dorothy	P. O. Box 247 Greenville, Georgia	Woodbury High School Woodbury, Ga.
Thompson, LaMar	1898 Timothy Road Athens, Georgia	Glenwood High School Winder, Georgia

Faculty

The regular members of the faculty were:

Huey E. Charlton, Ed. D.
Associate Professor of Guidance and Counseling

Cleveland Dennard, Ed. D.
Principal, Carver Vocational High School

Richard Lyle, M. A.
Director of Vocational Education
Atlanta Urban League

Doctor Charlton provided didactic instruction in the areas of Vocational Development and Informational Materials and Services, and Use of Psychometric Instruments in the Counseling of Secondary School Youth. Doctor Dennard taught Special Problems of Employers and Job Seekers, and Training and Employment Opportunities. Mr. Lyle was responsible for the arrangement for and coordination of field trips. The integrative seminars, laboratories and small group meetings were supervised by Doctors Charlton and Dennard.

Three on-campus and four off-campus lecturer-consultants participated in the program. The on-campus lecturer-consultants were Doctor Paul I. Clifford, Professor of Educational Psychology; Doctor Edward Brantley, Professor of Education; and Doctor Tilman Cothran, Professor of Sociology and Associate Director of the Atlanta-Fulton County Economic Opportunities Program.

Doctor Clifford considered the following objectives in his lecture discussion:

1. To assist enrollees in developing plans for improving test performances, interviewing skills, interpersonal relations, and communication skills of secondary school-age youth.

2. To familiarize enrollees with problems of employers in recruiting, screening and employing youth, especially those from disadvantaged backgrounds.

Doctor Brantley directed his contribution toward the attainment of the following objective:

Cultivation of knowledge and skill in the use of standardized tests as a means of helping job applicants to understand themselves.

Doctor Cothran considered this objective in his presentation:

The acquisition of information and knowledge of employment and training opportunities for non-college bound youth.

The four off-campus consultants were Doctor Wayne Antenen, Associate Professor of Education, University of Florida, Gainesville, Florida; Doctor James A. Jones, Associate Director of the Har-You Project, New York, New York; Mr. Hayes Collinson of the Friends Service Committee; and Mr. Edwin Thompson, Principal, Price High School, Atlanta, Georgia.

Doctor Antenen directed his efforts toward the development of skills in helping secondary school students to improve interpersonal relations and communication skills.

Doctor Jones contributed to the attainment of broadening and deepening understanding of employment policies and practices of organizations which employ large numbers of individuals.

Mr. Thompson discussed problems pertaining to the role of the counselor in the total school setting. He emphasized the need for the counselor to take the initiative in convincing the administration and staff of the importance of those guidance projects desired by counselors. He felt that counselors spend too much time talking about the lack of cooperation from the principal and staff instead of trying to do something to secure cooperation.

Mr. Collinson, who has been in charge of the Employment on Merit Project for the American Friends Service Committee for several years discussed employment policies of large employers in the Atlanta Metropolitan area.

Doctor Gene Bottoms, Supervisor of Vocational Guidance, Georgia State Department of Education, was responsible for a two-day session on training opportunities for the non-college bound youth. Doctor Bottoms' contribution will be discussed under the caption, Special Features on page 12.

Each regular faculty member was responsible for definite and specific duties with the Course. Additionally, each faculty member participated in conferences with individuals and small groups. Some of these conferences were utilized for personal counseling. The general distribution of faculty time is shown in Table 1 below.

Table 1
Per Cent of Faculty Time Devoted to the Program

Name	Per Cent
Huey E. Charlton	100
Cleveland Dennard	80
Richard Lyle	20

Objectives of Instruction

The broad purpose of the Course was to improve and develop the professional competence of secondary school counselors in the area of vocational counseling.

The specific objectives were stated in terms of desirable behavioral changes within the enrollees which the staff desired to take place as a result of the students having participated in the Short Course. These were:

1. The acquisition of information and knowledge about present and future needs for personnel in scientific and technical pursuits, especially those below the professional level.

2. The acquisition of information and knowledge of employment and training opportunities for non-college bound youth. Training opportunities made available through area schools, the Manpower Development Training Act and the Economic Opportunities Act were emphasized.

3. To broaden and deepen understanding of employment policies and practices of organizations which employ large numbers of individuals.

4. To familiarize enrollees with problems of employers in recruiting, screening, and employing youth, especially those from disadvantaged backgrounds.

5. Cultivation of knowledge and skill in the use of standardized tests as a means of helping job applicants to understand themselves.

6. To assist enrollees in developing plans for improving test performances, interviewing skills, interpersonal relations and communication skills of secondary school youth.

7. To develop skills in the preparation of a community survey of training and employment opportunities.

The general and specific objectives stemmed directly from needs which have been identified through reports from employers, students, counselors, teachers and others who are concerned with guiding young people into fruitful careers.

Program of Instruction

Instructional Content and Organization. --The instructional program consisted of didactic instruction, integrative seminars, laboratory experiences in using occupational information and tests, viewing of films, and field trips. The instruction was provided in terms of satisfying the vocational needs of youth and in terms of counselor preparation and certification. The organization of the curricular experiences was intended to provide the enrollees with numerous opportunities to practice the kinds of behavior which were implied in the statement of objectives.

Major topics which were considered in the planned classroom and field work included the following content areas which were relevant to the objectives of the Course:

Vocational development theory and informational materials and services.

Evolution of Vocational Development Theory
Conceptual Approaches to Career Development
Super, Borow, Bordin, Roe, Holland and Tiedeman
The Psychology of Occupations and Careers
The Sociology of Work
The Career Development of Women
Occupational Classification
Sources of Occupational Information
Present and Future National Manpower Needs
Qualifications for Entrance into the Work Force

Use of Psychometric Instruments in the Counseling and Guidance of Secondary School Youth

- Basic Principles of Measurement and Assessment
- The Range of Human Characteristics
- Measurement of Developed Mental Abilities
- Measurement of Non-Intellectual Functioning
- Measurement of Abilities Among the Culturally Disadvantaged
- Sources of Information About Tests
- Use of Test Data in Counseling and Guiding Students

Special Problems of Employers

- Recruiting
- Selecting the Best Person for a Specific Job
- Personal Characteristics of Employers
- Maintaining Standards
- Employment Policies of Large Employers
- Salaries and Other Benefits

Training Opportunities

- Technical Schools
- Vocational Schools
- Vocational Education Opportunities in the High Schools
- Apprenticeships
- On-The-Job Training
- Manpower Development Training Act
- Economic Opportunities Act

Special Problems of Job Seekers

- Meeting Required Qualifications
- Locating Vacancies
- Completing Application Blanks
- Attitudes and Other Personal Characteristics
- The Job Interview
- Recommendations
- Getting Along with Supervisors and Other Workers
- Occupational Choices
- Test Taking
- Relationships with Labor Unions

Special Features. --Special features of the Course are described on the following pages.

Use of Consultants. --Extensive use was made of individuals who possess special knowledge and skills in areas which were of concern to enrollees. The regular faculty members planned the didactic instruction so that consultants could be utilized at strategic points without destroying the continuity of the class work. Each consultant brought vital information which they had obtained through direct experiences with the problems under consideration. In addition to the consultants who have been identified along with the faculty, other persons came in from local industries, the United States Department of Labor, the Georgia State Employment Services, the Georgia State Department of Education, Atlanta City Schools, and Neighborhood Economic Opportunities Projects.

The first two outsiders (non-enrollees) to participate in an integrative seminar were two male high school graduates who had been unsuccessful in finding employment after a month of searching. These two boys dramatized the problem of employment and set the stage for much of the work which followed. The discourse which occurred in that first seminar convinced every person present of the reality of the situation and led the enrollees to ask meaningful questions of consultants who subsequently wanted to concentrate on the affluent society.

Field Trips. --One day per week was devoted to field trips to industries and schools in the Metropolitan Atlanta Area. The schedule of field trips is shown in Table 2.

Table 2
Schedule of Field Trips

July 2, 1965	Coca Cola Bottling Company
July 9, 1965	Lockheed Georgia Company
July 16, 1965	DeKalb Technical School
July 22, 1965	Southern Bell Telephone Company
July 23, 1965	Hoke Smith Technical School
July 30, 1965	Georgia State Employment Services
August 5, 1965	Internal Revenue Center

The field trips were carefully planned and deliberate effort was made to study those aspects of the operation which contributed to the objectives of the Course. This resulted in concentration upon job opportunities and requirements, working conditions, problems of employers and employees, and related considerations.

Each field trip began with a discussion in the classroom of the nature of the business or school to be visited. The Dictionary of Occupational Titles, the Occupational Outlook Handbook, and other publications were inspected as a part of this phase of the field trip. After the first trip a new consideration

was added to the pre-trip seminar. This was a consideration of the status of the company in the community. It was interesting to note that high-status organization offered certain job satisfactions that were not found among workers at low-status organizations. High-status organizations tended to attract better employees even when the salaries were lower.

Upon arrival at the place to be visited, a brief session was devoted to orientation. This was followed by a tour of the facility and another session during which questions and answers were exchanged between the company representatives and the members of the class. At some of the establishments opportunities were provided to talk with workers and/or students.

The final phase of the field trip involved a seminar meeting held in a private dining room of an off-campus restaurant. The facility was excellent and the management cooperated by permitting use of the private dining room for an extended period of time without any charges, other than the cost of meals actually consumed.

In the luncheon seminars, the field trips were evaluated in terms of working conditions, levels of skills required, training and other requirements for employment, opportunities for advancement, employment outlook, appeal as a career, and implications for guiding youth in the schools represented in the group.

For two field trips, the group was divided into smaller groups so as to visit different places. On these days, each group reported its observations during the luncheon seminar.

Special Session Conducted by the Division of Vocational Education, State Department of Education. --In investigating the training opportunities available through the State Department of Education, Doctor Gene Bottoms, Supervisor of Vocational Guidance, arranged a two-day session in which officials of the Department of Vocational Education explained the operation of the Department. Use was made of speakers, panel discussions, small group meetings, films and film strips.

This was one of the highlights of the six-weeks course. It was revealed during these sessions that many of the enrollees did not realize what opportunities were available from this source. Doctor Bottoms and his associates disseminated information and inspiration which should result in better vocational training for the youth of the State.

Special Assignments. --It was felt that desirable behavioral changes within the enrollees would be facilitated by having each enrollee engage in certain activities which would be related to their school situations. By performing these tasks as a part of the course requirements the faculty could provide direct supervision and guidance. Each enrollee completed the following assignments:

1. Conducted a survey of job and training opportunities in the community in which he is employed. In the execution of this assignment, contacts with local employers were difficult but students were able to gather information through the mails, from the U.S. Department of Labor, the Georgia State Employment Services, and the Georgia State Department of Education. The enrollees realized that it will be necessary to survey the local community more thoroughly when they return to their schools, but it is believed that having experienced some phases of conducting a community survey, the enrollees will be more likely to complete the survey at a later date.

2. Prepared an outline for an in-service training program for the teachers in his school district. Several enrollees made definite contacts with University and State Department of Education officials in connection with the preparation of this assignment. It is expected that most of these plans will eventuate in programs during the 1965-1966 academic year.

3. Prepared an outline of a testing program which will provide data that are useful for the non-college bound student as well as the college bound student.

4. Prepared a list of activities which he intends to perform during the 1965-1966 academic year. This list included those special activities which will be designed to aid students with their career development.

Typical Instructional Week

Each of the six instructional weeks was comprised of five days of planned learning activities. Table 3 illustrates how the typical instructional day and the typical instructional week were spent.

Table 3
Typical Week's Schedule

Hours	DAYS				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 A.M. - 9:30 A.M.	Didactic Instruction				Field Trips
9:30 A.M. -10:00 A.M.	Morning Break				
10:00 A.M. -12:00 Noon	Laboratory Experiences				
12:00 Noon - 1:30 P.M.	Lunch				
1:30 P.M. - 3:30 P.M.	Integrative seminar, small group meetings, and Independent Work and Study				Luncheon Meeting

Evaluation and Conclusions

Appraisal of the Program by the Staff

In an attempt to ascertain the extent to which the objectives as set forth in the original proposal and which are presented on page 10 of this report were achieved, several kinds of data were collected and analyzed. These included opinions of staff members and consultants, changes in plans of enrollees for the next academic year and an appraisal from a special evaluator.

According to statements made by visiting consultants and staff members, the 1965 Summer Short Course in Vocational Guidance provided many satisfying experiences for all of them. This was evidences in statements made by Doctor Wayne Antenen, Doctor Edward Brantley, Doctor James A. Jones, Doctor Tilman Cothran, Doctor Paul I. Clifford, Mr. Edwin Thompson and Doctor Gene Bottoms. All of the consultants agreed with the objectives of the program and felt that the planned activities should have moved the participants in the direction of attainment of the stated goals.

Another aspect of the evaluation process involved the collection of data pertaining to the activities of the participants in the Course during the academic year prior to enrollment in the Course and their plans for the next academic year. At the beginning of the Course the enrollees were instructed to list all activities in which they engaged which were directed toward assisting the non-college bound students with their post high school vocational endeavors. At the end of the Course, enrollees were asked to indicate their plans for the next year.

Inspection of these two sets of data revealed that the number of anticipated activities were twice as many as those engaged in during the previous year. It was also noted that practically all of the activities experienced during the six-weeks course were included in the activities anticipated for the 1965-1966 academic year. Where eight enrollees had sponsored field trips before attending the Course, twenty-two enrollees planned to conduct field trips next year. The number of enrollees planning to work with groups of students increased considerably over the previous year. More enrollees anticipated making use of consultants from industry, the Federal Government and from the Georgia State Department of Education.

Career days and testing were very popular with the enrollees prior to attendance in the Course. While the number of persons planning career days and testing activities increased only slightly, there were many changes proposed in the manner in which these activities will be conducted. There appears to be a shift from Career Days to a plan which will distribute these activities over longer periods of time. The proposals varied from

weeks to months to years. Testing programs seem to be headed for better organization, expansion, and more use of test results. Interest was expressed in more testing of special aptitudes, interest and study habits. The General Aptitude Test Battery was included in the plans of approximately 40 per cent of the enrollees.

The activities reported as having been engaged in during the 1964-1965 school year and those proposed for 1965-1966 are shown in Table 4.

TABLE 4

COUNSELOR ACTIVITIES ENGAGED IN DURING 1964-1965 AND PLANNED FOR 1965-1966

	1964-1965		1965-1966	
	No.	Per Cent	No.	Per Cent
Career Days	18	62	6	21
Career weeks, months or year	2	7	23	80
In-service training for teachers and staff	0	0	15	52
Counsel with groups	5	17	18	62
Counsel with individuals	21	72	26	90
Placement service (job)	5	17	14	48
Testing	25	86	28	97
Use of audio-visual aids	4	14	18	62
Use of home-rooms for guidance	1	3	12	41
Use of assembly programs for guidance	1	3	8	28
Attend professional meetings	3	10	27	93
Use of occupational information	15	52	25	86
Use of a guidance committee	6	21	23	80
Work closely with parents	7	24	20	69

	1964-1965		1965-1966	
	No.	Per Cent	No.	Per Cent
Survey of job opportunities	1	3	16	55
Use of consultants	19	66	29	100
Use of extra-curricular programs	0	0	5	17
Use of publications	0	0	7	24
Field trips	8	28	22	76
Evaluate guidance efforts	0	0	6	21
Curriculum revision	0	0	4	14

Appraisal of the Program by an Outside Evaluator

Doctor Oran W. Eagleson, Professor of Psychology at Spelman College, Atlanta, Georgia, served as the Evaluator for the Course. The report from Doctor Eagleson follows.

Introductory Statement

The Atlanta University Summer School Vocational Guidance Institute was planned to provide the kinds of opportunities and experiences that would be expected to develop and improve the abilities of the enrollees in the Vocational Counseling of high school students. This Institute was concerned with the students who do not intend to go to college.

Among the specific objectives of the program were those concerned with assisting the enrollees to acquire information concerning a variety of germane topics, such as the future needs for scientific and technical workers, the opportunities for training in area schools, the nature of the Manpower Development and the Economic Opportunities Act, the employment procedures of some of the major companies, the place of testing in screening applicants for jobs, the ways in which students may be helped to develop test and interview sophistication, and the methods by which a counselor may survey the training and employment opportunities existing in his community.

It was realized at the beginning of the Institute that it would not be possible by the end of the six weeks to determine the extent to which the major objective had been accomplished, namely how effective the Institute had been in developing and improving the vocational counseling competencies of the enrollees. It was believed, however, that some information suggesting the Institute's effectiveness could be obtained from observing the enrollees' participation in the various phases of the total program and from analyzing their responses to the items in a questionnaire which was prepared to indicate how effective they considered the six weeks experience to be.

An evaluation of this kind should include an appraisal of the various aspects of the Institute - the planned activities; the staff and consultants, the facilities, and the enrollees. Since the primary concern, however, is the benefit the program has been to the enrollees, the remainder of this report will focus on their reactions.

Some Observations of the Enrollees Participating in the Program

Although the didactic instruction was started at 7:30 in the morning, the enrollees, with a few exceptions, were punctual. There seemed to be considerable interest in the topics as manifested by the questions provoked during the lectures as well as the discussions that followed at the end of the regular didactic sessions. This, it was learned, usually occurred, rather than on a few occasions.

The enrollees' questions and discussions were concerned more with the practical or applied. An example of this was seen in a didactic session in which one of the lecturer's topics was somewhat theoretical. The questions that were raised pertained to the applicability of this theoretical topic to some of the observations that were made on a recent field trip. The topic dealt with the contributions to vocational guidance of certain approaches to learning, such as classical conditioning, instrumental conditioning, and field theory. The questions invited the lecturer to apply these ideas to what had been seen at the Hoke Smith School which they had visited the Friday before.

In general, the enrollees appeared to be serious in their work and intent upon learning as much as they could from the opportunities provided in the Institute.

An Analysis of the Enrollees' Responses to the Questionnaire

The questions to which the enrollees responded pertained to the specific objectives of the Institute as well as to the overall purposes.

All of the enrollees indicated that they believed the Institute had given them information about the following matters:

1. Present and future needs for personnel in scientific and technical pursuits.

2. Training opportunities available in the area schools.

3. Manpower Development and Economic Opportunities Acts.

4. Employment policies and practices of organizations which employ large numbers of people.

5. Problems employers have in recruiting, screening, and employing youth from disadvantaged background.

6. Planning a program which would assist the student to make a more favorable impression when he is being interviewed.

Three of the enrollees were not sure the Institute had helped them sufficiently in the use of standardized tests. The remainder of the group, however, believed they had acquired the knowledge and skill needed for using standardized tests to assist job applicants to understand themselves.

Only one of the enrollees was not sure he had developed the skill needed for conducting a community survey which would identify the training and employment opportunities available.

In appraising the plan and supervision of the Institute, the enrollees were unanimous in their opinion that it was well-planned and efficiently conducted. The table below shows the rank of the average ranks assigned by the enrollees to the six aspects of the instructional program as each was considered from the standpoint of how helpful and how interesting it was.

Table 5
Rank Order of Appraisals By Enrollees

Rank Assigned	Helpful	Interesting
1	Didatic Instruction	Didatic Instruction
2	Field Trips	Field Trips
3	Integrative Seminars	Integrative Seminars
4	Laboratory Experiences	Laboratory Experiences
5	Small Group Meetings	Independent Work & Study
6	Independent Work and Study	Small Group Meetings

As one may see in the table, there was a very definite relationship between the rank assigned for being helpful and the rank assigned for being interesting.

Some of the comments written by the enrollees as to how the Institute had been helpful to them might be interesting to note.

Enrollee A

> The Institute has provided valuable information on how to acquire current reports or trends in employment, new opportunities available, methods of aiding students in planning for occupational choices, and methods that may be useful in evaluating the student as to attitudes and achievement.

Enrollee B

The Institute has helped to change the image of vocational education that I previously had.

Enrollee C

The experiences in this Institute have added to or greatly enlarged an area in which I had noticed a personal lack. Unconsciously I had neglected the importance of vocational counseling and had concentrated on the college bound students. I don't believe this can happen again.

Enrollee D

It has helped me by making me aware of the needs of all students, not just the college bound. The many sources of information and guidance for helping students to understand themselves and become familiar with the world of work were brought to my attention.

These four statements represent the way in which the enrollees as a group appraised the Institute.

Concluding Statement

Judging from the participation of the enrollees in the various aspects of the program and from their reactions when questioned about the program, it may be said that the Institute was successful and in the judgment of the enrollees as a group the general purpose and the specific objectives of the Institute were achieved.

Plans for Follow-Up

It is the intentions of the Director to maintain contact with the enrollees who participated in the Short Course for Secondary School Counselors on Vocational and Technical Training and Employment Opportunities and to serve them in whatever capacity his competencies will permit. It was noted that several of the plans for in-service training programs which were outlined as one of the special assignments of the Course listed the Director as a program participant. The Director hopes to perform this function whenever the plans materialize.

That phase of the evaluation process which involved listing of activities engaged in prior to attending the Course and plans for the year subsequent to attending the Course includes one other step. There is a listing of

activities actually engaged in during the 1965-1966 academic year. These lists will be compiled at the end of the 1965-1966 school year.

It is anticipated that each enrollee will receive a copy of this report. This should facilitate the maintaining of contact and the continuous rendering of service to the group.

Problem

There was one problem which revealed itself during the conduct of this project. This problem can be alleviated or corrected by making a few adjustments at key places in the operation.

The major problem grew out of the necessity to make commitments to students and to staff members prior to receipt of a contract from the Department of Health, Education and Welfare. This condition imposed a difficulty upon the recruitment of students and staff. It was also difficult to make arrangements for room and board for students. By the time that it became certain that the project would be approved, on-campus housing was not available. As a result, students were housed at several places in the community, thus increasing the book-keeping considerably.

Some individuals who had given tentative consent to serve on the staff were unable to wait for a definite commitment and the Director found it necessary to make some substitutions in staff personnel.

However, it is not felt that these difficulties interfered with the instructional program nor with the attainment of the objectives of the program. The Course began with 30 students as planned and a full complement of qualified faculty and staff.

Recommendations

It is recommended that steps be taken to expedite the negotiation of the contract so that contracting agencies may have ample time for recruitment of students and staff members.

It is also recommended that students be awarded a regular stipend rather than the present system of paying their expenses. Program administrators would be relieved of many details which could be handled more efficiently by the students themselves.

Further it is recommended that an outline for preparing final reports be issued by the Department of Health, Education and Welfare so as to guide project directors in executing this important function.